

KPISC Small Group Discussion Results from 7/31/02

Item Identified from Flip Charts

Question 1 – Flip Chart Summary: Are the (a) indicators of student outcomes and (b) other measures of student outcomes properly guiding and being positively impacted by QAP?

- Q1.1 Are our chosen KPIs, the real KPIs we want to measure student outcomes? Do they measure?
- Q1.2 Are we really getting at what kids and families need?
- Q1.3 KPIs do not adequately reflect the reality in the field?
- Q1.4 How can we help those in the field affecting student outcomes better understand the state's position?
- Q1.5 Field does not perceive the relationship between KPIs and quality programs in the field that lead to student outcomes.
- Q1.6 Is there evidence of the change resulting from the QAP process?
- Q1.7 Spread of effect of the process (QAP) is an issue
- Q1.8 How we define outcomes?
- Q1.9 Through QAP there has been confusion and uncertainty in the field (old CCR ways do not match VR) if you have not experienced the QAP -may seem lost about process.
- Q1.10 Survey parents more effectively.
- Q1.11 Do KPIs reflect quality programs?
- Q1.12 KPIs present in VR and SR – but SR and VR do not line up.
- Q1.13 More compliance equals better quality.
- Q1.14 Where is the quality measurement that relates to teachers, parents, pupils, etc.?
- Q1.15 Can districts help one another?
- Q1.16 What other information would you need to know?
- Q1.17 Revisit the 50% percentile and the whole list of original proposed KPIs.
- Q1.18 Are KPIS properly guiding the question?
- Q1.19 Team up (district and state) to present one picture together with the same message.
- Q1.20 What is the “Q” in quality AP? KPIs or other?

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Question 2 - Flip Chart Summary – Are the (a) indicators of student outcomes and (b) other measures of student outcomes properly guiding and being impacted by “improvement strategies” (SIG+)?

- Q2.1 Better than 50 percentile and return to general education – are they disabled?
- Q2.2 Return to general education – and don’t return to special education (may want to have an indicator about return and stay)
- Q2.3 How to get credit for success? Impact on graduation rates.
- Q2.4 Drop out rate and kids who are exited – understand definition.
- Q2.5 Increase statewide average – only 4th, 7th 10th – why not before?
- Q2.6 Baseline comparison – don’t have a baseline all bullet (KPIs) say “increase”.
- Q2.7 Kids who return should they have returned?
- Q2.8 Unique needs accurately identified? Need better indicators/measures.
- Q2.9 Equity of placement by SES and ethnicity.
- Q2.10 LRE = general education. SDC may be LRE for student. General education may be misleading/ when teach special skills.
- Q2.11 Priority to teach regular education vs. special education.
- Q2.12 Baseline data discuss items - + all KPIs.
- Q2.13 Teacher preparation and personal standards and training generally related to KPI outcomes / (look at general education + special education teachers).
- Q2.14 LRE- level of support that goes with the level of integration in regular class
- Q2.15 Legal and reporting requirements / need to discuss background.

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Question 3 - Flip Chart Summary – What are the potential indicators to use as appropriate student outcomes to guide continuous improvement? What do we have that could be reported for those districts that have data to all districts?

Q3.1 The KPIs will be altered or reevaluated through discussion.

Q3.2 Think about:

- Student performance
- Alternate assessment and CA high school exit exam

Q3.3 KPI comparison groups.

Q3.4 What other indicators are other states/organizations using? Why reinvent the wheel?

Q3.5 Important to develop KPIs for children from 0-5 years old + K1.

Q3.6 Indicator that incorporates the high school exit exam.

Q3.7 The issue of school district of residence vs. district of attendance and the attitude of both sides. [don't create incentives to make bad placement decisions by the way data is reported; make sure that reporting doesn't make having students with disabilities in a building a negative]

Q3.8 Types of prevention/intervention programs and indicators that accurately reflect them.

Q3.9 District unclear and need clarification regarding what data, etc is critical or being evaluated.